

COVERSHEET

EIA Program Report for FY2005-06 And Budget Request for FY 2006-07

(Completed Program Report/Budget Request Not To Exceed Eight Pages and Must Be
In At Least Ten-Point Type)

15 Copies and One Electronic File Are Requested by October 1, 2005

EIA PROGRAM NAME: Centers of Excellence

PROGRAM ADMINISTRATION

Program Director: Dr. Gail Morrison and Dr. Esther Kramer

Address: SC Commission on Higher Education
1333 Main St. Suite 200
Columbia, SC 29201

<u>803-737-2246</u>	<u>803-737-2297</u>	<u>Ekramer@che.sc.gov</u>
Telephone	FAX	Email

PROGRAM FISCAL MANAGEMENT

Program Fiscal Officer/Contact: Mr. Jeff Richards

Address: SC Commission on Higher Education
1333 Main St. Suite 200
Columbia, SC 29201

<u>803-737-2260</u>	<u>803-737-2297</u>	<u>Jrichards@che.sc.gov</u>
Telephone	FAX	Email

PERSON SUBMITTING REPORT: Dr. Gail Morrison, CHE Executive Deputy
Director

Signature: _____

Date: _____

FY 2005-06 EIA Program Report

EIA Program Name: Centers of Excellence

The purpose of this report is to determine the effectiveness of the program in meeting its objectives during the prior fiscal year. The report also requests information on the objectives of the program during the current fiscal year. Please answer the following questions and provide quantifiable results when available.

Effectiveness Measures: (See attached definition of terms and directions)

1. What were the objectives of this program during Fiscal Year 2004-05?

The purpose of the Centers of Excellence program is to enable eligible institutions or groupings of institutions to serve as "state of the art" resource centers for South Carolina in a specific area related to the improvement of teacher education. The Centers concentrate on assisting low-performing schools and districts by providing training and support to teachers in those schools and districts. A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for state excellence within the five-year funding period. One of the currently funded Centers received its initial award in FY 2002-03. In FY 2003-04 two Centers were funded and in FY 2004-05 two more Centers began operations. One Center was awarded in FY 2005-06. Objectives, data sources, and results are summarized on the attached chart for the five Centers operating in FY 2004-05. In its proposal, each center must also define its purpose, goals, and objectives. A plan for achieving the goals and objectives and an evaluation plan are required. Centers are required to submit interim and final reports each year to the Commission that demonstrate how the Center is meeting goals and objectives. A summary of the annual reports is forwarded to the Commission's Committee on Academic Affairs and Licensing for approval.

2. Were the Fiscal Year 2004-05 objectives met? Please provide specific, quantifiable data and explanations.

The attached chart for FY 2004-05 indicates the objectives for the overall program, the source of the data for each objective and the summary result for the five Centers funded during the fiscal year. It is evident from these results that the Centers were active in training in-service and pre-service teachers, working with numerous schools and districts, and working with institutions of higher education.

3. What are the objectives of this program in the current fiscal year, Fiscal Year 2005-06? Explain how, if any, the objectives have changed from the prior fiscal year and why.

The objectives for FY 2005-06 are on the attached chart and require applicants to specifically focus on developing innovative reading programs that will improve instruction at the middle and high school levels at low performing schools. The objectives address the need for professional development of teachers and link the activities on teacher practice with the impact on student learning and achievement.

4. What measures or data will be used to assess the effectiveness of this program in meeting its objectives for the current fiscal year, Fiscal Year 2005-06? See attached chart for

FY 2005-06. Annual reports submitted to CHE must include description of activities, success of activities on intended target(s), description of any research and its use in programmatic changes, description of specific outcomes and measurement methods, impact on teacher practice, and impact on student learning.

5. What measurable actions will be taken to assure that the program objectives of the current fiscal year, Fiscal Year 2005-06, will be met?

All Centers are required to submit interim and final programmatic and budgetary reports to the Commission. These reports must follow a prescribed format and are examined by Commission staff to ensure compliance in meeting the goals/objectives of each individual center as well as the overall goals/objectives of the Centers of Excellence program.

FY 2005-06 EIA Budget Request

EIA Program Name: Centers of Excellence

Information provided below will be used by the EIA and Improvement Mechanisms Subcommittee in recommending funding levels for this EIA program in Fiscal Year 2005-06 and in any proviso changes.

(1) FY 2005-06

Base Appropriation: \$721,101

(2) FY 2006-07

Total Amount Requested: \$734,725

1.88 % Increase Requested over FY2005-06 Base

% Decrease Requested over FY2005-06 Base

(3) Cost Estimates for Increase or Decrease in Funding for FY 2006-07

Identify how the requested increase or decrease in funding was calculated. For example, inflationary increases, program expansions, program reductions, changes in program objectives, etc., impact budgets. Please be specific.

The Commission is seeking an increase of \$13,624 for the program to allow the Commission to award **one** new Center that will focus on colleges and universities working to assist the State's low-performing schools and districts in the area of reading at the middle and high school level. An increase of \$13,624 is necessary in order to have sufficient funding for one new Center for FY 2006-07 at the targeted level of \$150,000. The old funding cycle for the Centers of Excellence program allows institutions to receive four years of state funds, but under the new *Guidelines* Centers receive five years of state funding at decreasing rates of state support. All of the Centers now fall under the new Guidelines which award 90% of the initial amount for Year 2 and 75% of the initial amount for Years 3, 4, and 5. Institutions must raise the remainder from institutional funds, grants, contracts, or their sources. The Commission is requesting the increase in order to continue the development of programs by which colleges and universities can provide intensive support to low-

performing schools to enhance teacher knowledge and skills and thereby raise student achievement. The chart below indicates requested level of support for each center in FY 2006-07.

Center and Institution	Amount to be Requested in FY 2006-07
Center of Excellence for Engineering and Computing Education (USC-Columbia)	\$112,500 (fourth year of funding)
Center of Excellence for the Advancement of Rural, Under-Performing Schools (USC-Aiken)	\$112,870 (fourth year of funding)
Center of Excellence to Prepare Teachers of Children in Poverty (Francis Marion)	\$112,500 (third year of funding)
Center of Excellence for Collaborative Learning (USC Beaufort)	\$100,175 (third year of funding)
Center of Excellence in Adolescent and Literacy Learning (Clemson)	\$134,980 (second year of funding)
New Center of Excellence	\$150,000
CHE Expenses (brochures, review panel, meetings)	\$12,000
Total Request	\$734,725

(4) Detailed justification for increase, decrease or maintenance of funding

Based upon the total budget request for Fiscal Year 2006-07, what would be the program objectives for this program? Explain how the proposed increase, decrease or maintenance of funding affects the current program objectives.

The current objective of the program is to improve the quality of teaching and learning at low-performing schools and districts by funding colleges and universities to offer collaboratively developed intensive programs at these schools and districts. The institutions are expected to meet the needs of the target schools and assist them in raising academic achievement levels of all students. Maintenance of the current funding level would prevent the Commission from awarding a new Center at the \$150,000 level. The proposed budget is noted above. The Commission requests an increase in order to allow more institutions to become involved in substantive ways with low-performing schools and districts.

(5) Detailed Justification for any additional FTEs Requested

Until proposals are submitted for the Centers of Excellence Grant competition it is unknown the level of new FTEs. Typically there is salary support for a director and/or assistant director.

Fiscal Year 2006-07 EIA Budget Request Continued

(6) Please complete the following chart which will provide detailed budget and expenditure history.

Funding Sources	2003-04 Actual	2004-05 Actual	2005-06 Estimated	2006-07 Requested
EIA	500,226.00	500,226.00	662,953.00	734,725.00
General Fund				
Lottery				
Fees				
Other Sources				
Grant				
Contributions, Foundation				
Other (Specify)				
Carry Forward from Prior Year	153,037.41	4,448.12	13,490.45	
TOTAL:				

Expenditures	2003-04 Actual	2004-05 Actual	2005-06 Estimated	2006-07 Anticipated
Personal Service	36,328.28	12,301.91		
Supplies & Materials	791.40	101.05		
Contractual Services	4,590.85	4,000.39		
Equipment	353.95	-		
Fixed Charges	2,960.36	272.13		
Travel	2,759.26	12.60		
Allocations to Districts/Schools	424,713.56	448,723.00	497,388.65	
Employer Contributions	6,775.22	2,318.80		
Other: Please explain				
Carry Forward to Prior Year	4,448.12	13,490.45		
TOTAL:	483,721.00	481,220.33		
# FTEs	.50	0.17		

FY 2006-07 EIA Budget Request Continued

N/A

Proviso Changes: Please indicate any additions, deletions or amendments to existing provisos below:

A. Proviso Number:

B. Action (Indicate Amend, Delete, or Add):

C. Summary of Existing or New Proviso:

D. Explanation of Amendment to/or Deletion of Existing Proviso:

E. Justification (Why is this action necessary?):

F. Fiscal Impact (Include impact on all sources of funds -- state, federal, and other):

G. Submitted By (Include agency name submitting change, contact name and telephone number):

H. Text of New Proviso with Underline or Entire Existing Proviso Text with Strikeover and Underline:

Definition of Terms and Directions

EIA Program Name: Name of the program or entity as reflected in the EIA budget

Effectiveness Measures: Quantifiable data that illustrate how effective the program is in meeting its mission or objectives. It is important to include the program mission statement or objectives of the program. Included must be the objectives of the program for the prior completed fiscal year, FY2004-05 and documentation about the effectiveness of the program in meeting these objectives. Also, please include the program objectives for the current fiscal year, FY 2005-06, and the measures that will be used to assess the effectiveness of the program in meeting these objectives. The goals or objectives should be in terms that can easily be **quantified, evaluated and assessed**. Please include the number of students served, the percentage increase or decrease in services provided, summary information from any recent internal or external evaluations of the program, and information contained in any budget request to the Budget and Control Board. **All effectiveness measures should be reflected in quantifiable and not anecdotal data.** For example, "there was a 5% increase in the total number of students in the program resulting in an additional 100 students and a 10% increase in the total number of minorities in the program over the past three years." Also included must be the proposed actions to meet the current year's objectives and the data to be reported to show whether the objectives are met.

EIA Budget Request: Indicate the current year's EIA appropriation and for Fiscal Year 2006-07, any increase or decrease requested in funding along with the percentage change calculated. The detailed justification should include a written explanation for any increase, decrease or maintenance of funding for the program. Please provide detailed information showing how the proposed budget for Fiscal Year 2006-07 will impact the current objectives of the program. Also include a justification for any additional personnel (FTEs) requested or any additions, deletions or amendments to existing provisos. Please provide detailed information on the EIA program's budget including source of funds and expenditures. Allocations to schools and districts include any pass through funds.

Program: Centers of Excellence**FY 2004-05**

Program Objectives for 2004-05	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund two new Centers of Excellence for FY 2004-05 focused on low performing schools and districts to enhance teacher practice and student achievement.	Request for Proposals for FY 2004-05 and competitive selection of a two Centers focusing on low performing schools and districts.	Two new Centers of Excellence were awarded and became operational in August 2004. One Center partners USC-Beaufort and Beaufort, Colleton, Hampton I, Hampton II and Jasper School Districts to advance under-performing schools through collaborative activity. The other new Center partners Francis Marion University with Clarendon I, Florence 4, Lee, Marion 7 and Marlboro School Districts to prepare teachers of children of poverty.
Centers develop and model a state-of-the-art pre-service program.	Center interim and annual reports to CHE.	531 pre-service students participated in Centers' activities: courses, research, study groups.
Centers impact teacher education programs including pre-service students and higher education faculty.	Center interim and annual reports to CHE.	111 higher education faculty participated in Centers' activities from approximately 18 institutions: courses and/or instructional activities, workshops, seminars, conferences, etc. Teacher education programs impacted through the re-design of programs and/or the addition of new courses.
Centers provide high quality professional development to teachers and districts.	Center interim and annual reports to CHE.	151 in-service activities occurred; 1039 teachers were served at 181 schools in 79 districts. Courses/workshops offered to school personnel were standards-based.
Centers undertake research designed to determine effective practice/content.	Center interim and annual reports to CHE.	Centers presented findings at state and national meetings and in publications with 26 presentations. Centers secured Centers present findings at state and national meetings with 20 presentations.
Centers disseminate statewide to K-16 personnel information on model program and activities.	Center interim and annual reports to CHE.	All Centers maintain web sites. (http://rpsec.usca.sc.edu/CentersOfExc/)

Program: Centers of Excellence**FY 2005-06**

Program Objectives for 2005-06	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2005-06 focused on improving reading instruction and student achievement in low performing schools.	Request for Proposals for FY 2005-06 and competitive selection of a one Center focusing on low performing schools and districts.	One new Center of Excellence became operational in August 2005. This Center partners Clemson University with Anderson I and II. The Center focuses on adolescent literacy and learning in low performing schools.
Centers develop and model "state of the art" pre-service program	Center interim and annual reports to CHE.	Courses and/or instructional activities offered to pre-service students.
Centers impact teacher education programs including pre-service students and higher education faculty	Center interim and annual reports to CHE.	Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; other university personnel involved in activities
Centers provide high quality professional development to teachers and districts and involve low performing schools in the development of a collaborative effort	Center interim and annual reports to CHE.	Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods; participants see impact on student learning and achievement
Centers undertake research designed to determine effective practice/content	Center interim and annual reports to CHE.	Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement.
Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication	Center interim and annual reports to CHE.	Centers present findings at state and national meetings; Centers maintain a web site and, if appropriate, publish results of research.

FY 2004-05

**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
SUMMARY OF
SERVICE TO K-16 COMMUNITY**

Number of teachers served	1,039
Number of students served (P-12)	15,451
Number of pre-service students served	531
Number of districts served	79
Number on in-service activities	151
Number of schools served (P-12)	181
Number of faculty (higher education served)	111
Number of higher education institutions served	18
Number of state and national presentations	26